**Education 532: Curriculum Decision Making**

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**Instructor:**

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**Class Location & Time:**

Media Center at Richmond County Senior High School, Rockingham from 5:00 p.m. -8:00 p.m. Two breaks at group discretion.

**Number of Credits:**

3.0 semester hours

**Course Description:**

Within this set of experiences, students will investigate the historical, social, and political influences on curriculum policies and practices and explore various models of curriculum organization and development. Students will collaborate to develop an integrated curriculum project which includes standards-based content and activities, appropriate scope and sequence, effective integration of technology, and provisions for individual differences.

**Diversity Statement:** The Education programs at Wingate University are designed to develop Effective Facilitators of Learning who appreciate and advocate diversity in schools and society; master a broad general and professional knowledge base including knowledge of diverse cultures and characteristics and needs of diverse learners; and effectively design and deliver curriculum and create effective learning environments to address the needs of all children.

**Technology Statement**: The Education programs at Wingate University are designed to develop Effective Facilitators of Learning who maximize learning for all students by: Demonstrating a sound understanding of technology operations, concepts, and resources and of the social. ethical, legal, and human issues surrounding them; apply technological knowledge and skills to plan, design, and assess effective learning environments including those supported by technology; and to increase productivity and professional practice.

**Course Objectives:**

By course completion, the student will be able to:

* Demonstrate understanding of the theoretical and philosophical bases of curriculum
* Trace the impact of historical, social and political forces on curriculum development, implementation and evaluation
* Articulate a definition of curriculum using a variety of concepts and theories
* Identify strengths and weaknesses of common curriculum development models and patterns of curriculum decisions
* Demonstrate familiarity with major curriculum reform movements and trends

**Texts (Required):**

Henson, K, T. (2006). *Curriculum Planning* Fourth Edition). Long Grove: Waveland Press.

Flinders, D, J. & Thornton, S. J. (2009) .*The Curriculum Studies Reader* (Third Edition)*.* New York: Routledge.

\*\*\*Note: Please make certain you have the required edition of these texts, as there have been significant changes since prior printings. Additional readings and resources are available in the Wingate Library and/or from the instructor.

**Course Requirements and Grading:**

**Course Requirements:**

1. **Preparation and class contribution (50 pts.)** This component involves preparing for class by reflecting upon and responding to assigned readings and making appropriate and relevant contributions to class discussion and activities. This component will be graded qualitatively using the following rubric:

|  |  |
| --- | --- |
| **Grade** | **Expected Level** |
| A | Participates regularly and contributions are consistently relevant and productive; demonstrates consistent preparation and a high level of understanding and insight. |
| B | Participates frequently and contributions are usually relevant and productive; demonstrates consistent preparation |
| C | Participates occasionally and contributions are generally relevant and productive. |
| D | Participates sporadically and/or contributions are seldom informed, relevant, and/or productive; preparation often inadequate. |
| F | Seldom participates in class; contributions are not informed, relevant or productive; preparation is inadequate. |

1. **Curriculum Definition and Model (50 pts.)** This project will be developed throughout the course and completed near the end. It will consist of the development and explanation of a curriculum definition and model, reflecting the various topics studied throughout the course. Guidelines and rubric TBA.
2. **Curriculum Issues Project (50 points)** Individual project that will involve reviewing current research on an assigned curriculum issue, preparing an annotated bibliography of the most significant articles, writing a short research syntheses, and exploring implications of the research. Guidelines TBA
3. **Future-Ready Curriculum Guide (50 pts**) This component involves working with an assigned team of classmates to create a curriculum Guide for a grade and subject of your choice which reflects 21st Century (Future-Ready) competencies, including technology use and global citizenship. A heavy emphasis will be placed on teamwork, collegiality, and “unpacking” the standards from the NCSCOS. Guidelines and Rubric TBA
4. **Seminar Presentation- (50 pts)** Individual/Group project - This component involves reading assigned chapter in the Curriculum Studies Reader and developing, with a partner/group, presentations on assigned chapters. Specific chapters listed.

**Quality Expectations:**

All work is to be of graduate quality, reflecting depth and thoroughness of thought and good command of oral and written communication skills. Assignments and contributions will be evaluated on the quality of the ideas produced, rather than their quantity or the effort expended to produce them. Assignments should be presented in a professional manner (word-processed and error-free), reflecting the conventions of academic writing. All papers will be prepared in accordance with the APA manual, 5th edition. Other resources are available commercially and in the Wingate Library.

**Grading:**

**Your grade will be determined by adding your total number of points, and dividing by the total points possible: 250**

90-100 = A = Outstanding work which consistently exceeds expectations

80-89 = B = Excellent work which meets expectations

70-79 = C = Average work which sometimes meets expectations

Below 70 = F

**Tentative Schedule of Class Meeting and Assignments**

**(Subject to change to meet class needs and contingencies)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics/Activities** | **Focus Question (s)** | **Assignment Due for THIS class session/Readings due** |
|  |  |  |  |
| Session 1  8/31 | Meet and Greet  Historical Overview and Key Terms for Definition  Syllabus and Assignment Guidelines |  |  |
| Session 2  9/7 | Social and Technological Foundations of Curriculum  Historical and Philosophical Foundations  Determine Seminar Assignments | What are the social forces at work in our schools today that impact curriculum?  How can technology be utilized to promote constructivism? | Chapter 2-3 in Henson text-ready to discuss  Curriculum Definition Draft-to be adapted throughout the semester |
| Session 3  9/14 | Group feedback on Curriculum Definition  Designing and Organizing Curricula  CSR Seminar #1 and 2 | Which curriculum design model do you believe has the most potential for improving learning for all students and why? | Chapter 5 in Henson  CSR 1 and 2 |
| Session 4  9/21 | Concepts, Theories and Models  CSR Seminar # 9-10 | What are the strengths and weaknesses of the models presented? (see pages 154-55) | Chapter 4 in Henson  CSR 9 and 10 |
| Session 5  9/28 | Determining the Curricular Objectives  CSR Seminar # 5 and 7 | How does the new ACRE initiative from NCDPI fit into best practices outlined? | Chapter 6 in Henson  CSR 5 and 7 |
| Session 6  10/5 | Selecting Content and Activities  CSR Seminar # 14 and 15 | What is the difference between content and knowledge? How do you go deeper instead of covering more? | Chapter 7 in Henson  CSR 14 and 15 |
| Session 6  10/12 | FALL BREAK |  |  |
| Session 7  10/19 | Work Groups-Curriculum Guide Project  Whole Group discussion on CSR 31 | What is globalization and what effect is it having on education? | CSR 31 |
| Session 8  10/26 | Evaluation Instruction and the Curriculum  Work Groups-Future-Ready Curriculum Guide | How is NCDPI attempting to differentiate evaluation of student progress? How does this change our curricular focus? | Chapter 9 in Henson |
| **Date** | **Topics/Activities** | **Focus Question (s)** | **Assignment Due for THIS class session/Readings due** |
|  |  |  |  |
| Session 9  11/2 | Work Groups –Curriculum Guide Project |  | Rough draft of annotated bibliography due for feedback |
| Session 10  11/9 | Work Groups-Future-Ready Curriculum Guide  CSR Seminar 30 and 32 | How do curriculum developers best meet the challenges posed by issues of gender and gender equity? | CSR 30 and 32 |
| Session 11  11/16 | Work Groups  CSR Seminar 24 and 25 | How do high stakes testing and accountability impact curriculum development and decision-making? | CSR 24 and 25 |
| Session 12  11/23 | Current and Future Curriculum Trends  CSR Seminar 33 and 34 | What are the most pressing trends influencing curriculum development today? | Chapter 11 in Henson  CSR 34 |
| Session 13  11/30 | Helping People Change  CSR Seminar #16-17 | What do you see as your role as an educational leader in facilitating change? | Chapter 8 in Henson  CSR 16 and 17 |
| Session 14  12/7 | Final Presentations |  | Final Curriculum Definition and Model due! |
| Session 15  12/14 | Final Presentations |  |  |

\*CSR refers to The Curriculum Studies Reader, eds., Flinders and Thorton

**Teaching Strategies and Methods:**

Seminar

Lecture/Discussion

Socratic Seminar

Collaborative Learning

Individual Project Presentations

Reading and Response

**Class Policies: PLEASE READ**

1. Attendance Policy- Because this course relies for its vitality on sharing and collaboration, attendance at all class meetings is expected and advised. If illness or emergency necessitates you missing any portion of a class session, please 1) notify me as soon as possible, 2) explain the nature of the absence and 3) make arrangements for substitute assignments.(If you arrive late without prior notification, please remain after class to explain the nature of the tardy). The student is responsible for everything that transpires during his/her absence. This includes any material covered; assignments due, made or returned; and any announcements made. If at all possible, make arrangements with a classmate to collect these for you.

The final grade for this course will be adjusted to reflect attendance. Each absence beyond one will result in a deduction of 5 points from the final grade. Absences for less than the full class session will result in an incremental proportional deduction with a minimum of 1 point for each tardy or early departure.

A student who misses more than 20% of class sessions (cumulative, including tardies/early departures ) will be asked to withdraw from the course or will receive a grade of no higher than "C”. Under some conditions (e.g. sudden serious illness), the student may take an "incomplete" in the course IF the student is passing at the time. (It is the student's responsibility to request this in conference with the professor). **Any exceptions to attendance policy must be discussed with me ahead of time and arrangements made to preserve student learning and course integrity**.

2. Professional behavior - Because this course is an integral part of our professional preparation , all are expected to uphold behavior standards that we expect from our students and colleagues. Examples of professional behavior include consistent preparation for class, full participation in class activities, timely fulfillment of all course components and obligations (including absence procedure); and showing courtesy and consideration for others. Failure to meet one’s obligations or “pull one’s weight” in cooperative projects is considered a breach of professional behavior. If conflicts or concerns arise in this area and attempts to resolve the situation are unsuccessful, the concerned team member(s) should notify me in a timely manner so that the situation may be rectified or mitigated. Other breaches of professional behavior include: carrying on conversations or working on assignments during presentations or discussions, and failure to observe courtesy with cell phones or other electronic devices. Significant lapses in this area will result in the final grade being lowered (at least 3 points) for EACH incident.

3. Late Work Policy - Assignments are to be turned in on or before their due dates. Any exception to this policy must be made in **prior** consultation with me (Grades on approved late submissions may be reduced, usually by one letter). Otherwise, the grade for the assignment is a “0” and additional make-up opportunities will not be given. If you are absent when work is due, you are still responsible for getting it in on time and are not excused from late assignment penalties. (Fax it, e-mail it, or have someone drop it off for you!). Many assignments can be uploaded to Moodle. Consider that if you email an assignment,

you should receive a confirmation from me or I did NOT received it! Computer or printer problems DO NOT excuse you from late penalties.

4. Extra credit - Any opportunities for extra credit will be initiated at my discretion and will be open to ALL members of the class.

5. Honor Code and Academic Honesty- I uphold (and trust you to uphold) the principles set forth in Wingate’s Honor Code, and view academic dishonesty as a serious violation of that code. Examples of academic dishonesty include: receiving unauthorized help on an assignment, quiz, or exam; using works and/or words of others without giving credit to the source or representing another’s work, words, or ideas as one’s own (this includes not only quoting but also includes paraphrasing or heavily drawing upon the ideas of others without **citation at the point of reference within the paper**); falsifying information, such as falsely claiming attendance or participation in order to satisfy course requirements or earn credit; and knowingly giving assistance to another/others to commit academic dishonesty. Academic honesty applies equally to traditional and electronic sources. Suspected cases of academic dishonesty will be investigated and reported to the fullest degree permitted by law and policy. Minimum penalty for substantiated cases of academic dishonesty is an “0” on the assignment involved and professional behavior deduction from the final grade. More serious penalties, including suspension or expulsion, removal from the program, or denial of licensure, may be applied.

6. Academic Support - Please notify me by the second class meeting if you are entitled to assistance, support, or modifications due to a disability. Please present the letter from the Academic Resource Center on main campus. I will work with ARC to be sure each student gets the help to which he or she is entitled.

7. Student Contact Information - It is vital that I have valid phone and e-mail information from each student throughout the course. Please submit this information to me on the first day of class and notify me of any temporary or permanent changes. From time to time, I send out general e-mails regarding course requirements. Please check your e-mail regularly, as you are responsible for the contents of these messages. Failure to submit valid information or failure to check messages does not excuse you from your responsibility for the information.

8. Program Portfolio Assignment - The assignment for this course for your program portfolio (to be submitted the semester you complete your degree program) consists of a written reflection on the Curriculum Definition and Model along with your Future-Ready Curriculum Guide.

9. Throughout the semester there may be “continuation” assignments posted to Moodle. Often students need time to process major issues before responding. In those cases, class time will be awarded to compensate for the online work required. All students should check Moodle often for course updates, and should always check their Wingate Main account (now moved to Google!)